

Report of Site Findings
University of Arizona-Bachelor of Science in Education, Physical Education
November 12, 2007

The initial program submission of the Bachelor of Science in Education, Physical Education from the University of Arizona was submitted to the Arizona Department of Education January 15, 2006. The site visit conducted on November 14-16, 2007 included a review of the program. Program approval was not extended beyond State Board approval date of December 31, 2007. The program was resubmitted to ADE on September 7, 2007 as required in the program recommendation. An addendum was submitted to ADE on November 13, 2007.

According to the program resubmission, “The University of Arizona Physical Education curriculum has recently been revised and implementation of the new curriculum began fall 2006. Previously, the University of Arizona Physical Education program offered students two major options of study. There was an **Elementary** option, which resulted in K-12 certification and a **Secondary/Coaching** option, which resulted in 7-12 certification and included preparation for coaching. A coaching minor was also offered for secondary education students not majoring in physical education. For both options, there was a loosely constructed “suggested” sequence of courses with no enforcement and minimal oversight of the progression of students through the sequence. There was very little coherence in the programs as students all had different combinations of courses. It was difficult for a progression or flow from basic, fundamental concepts to complex, advanced concepts and issues to emerge or develop in such a program. There were also gaps in student experiences, not just a result of the idiosyncrasies of student choices, but also from topics missing in the curriculum, the most significant possibly being the lack of any course addressing middle school activities and methods. The most significant program changes:

- Students move through the physical education program in a cohort beginning their junior year.
- Beginning with the first semester of professional coursework in the major, students engage in field experiences working in real schools, with real K-12 students in our local community.
- Previous single-topic professional activity courses (i.e. football, aerobic condition, badminton) were integrated into developmental theory courses, what are taken concurrently with developmental field experience courses.”

The Student Advising Plan clearly indicates that LRC 416 Structured English Immersion is required for the Bachelor of Science in Education, Physical Education.

Five (5) recommendations and comments for the Bachelor of Science in Education, Physical Education program from the Report of Site Findings are shown below.

Recommendations:

1. *PE needs to collaborate with health to provide adequate background and ensure students have an adequate knowledge base to teach health at the secondary level to increase their effectiveness and marketability.*

According to the Overview of the Cohort Program, candidates are required to complete Fundamentals of Exercise and Health PE 280 (3) and two Health electives CPH 178 Personal Health and Wellness(3), CPH 306 Drugs and Society (3) or CPH 330 Human Sexuality (3).

2. *Field experiences appear to be focused at the middle and secondary levels. Need to strengthen elementary focus because the certificate is K-12.*

The revised program is divided into four (4) blocks: Elementary Block, Middle School Block, High School Block and Student Teaching. The course sequence and prerequisites are clearly defined. Course articulation is clearly communicated in the syllabi.

The Elementary Block consists of 8 credit hours and includes:

- PE 350 Movement Experiences for Elementary School Children (2)
- PE 360 Functional Kinesiology (3)
- PE 452 Teaching Physical Education in the Elementary School (3)

The Middle School Block consists of 11 credit hours and includes:

- PE 352 Teaching PE in the Middle School (3)
- PE 353 Movement Experiences for Middle School Children (3)
- PE 371A Adapted Physical Education (3)
- PE 381 Measurement and Evaluation in Physical Education (2)

The High School Block consists of 9 credit hours and includes:

- PE 355 Teaching Physical Education in the High School (2)
- PE 394b Movement Experiences for High School Children (1)
- PE 373 Physiological Bases of Physical Education and Athletics (2)
- PE 374 Physiological Bases of Physical Education and Athletics Lab (1)
- PE 385 Principles of Athletic Coaching (3)

Field experiences are included in PE 452, PE 352, PE 371A, and PE 394b.

According to the course description for PE 371A, “students will be required to complete 10 clock hours of observation/practicum work in the field of Adapted Physical Education.”

According to the course requirements for PE 394b, “the purpose of the course is to give you hands-on experience observing student in grades 6-12. You will spend at least 30 hours simply observing both physical education students and teachers.”

Clock hour requirements for field experiences for PE 452 and PE 352 are not indicated in the course syllabi.

3. *Some PE courses have the same prefix and number, yet with different course names. Each course must have a unique course number.*

All courses have a unique course number.

4. *Student teaching is either elementary or secondary; students must have student teaching experiences in both settings.*

The Advising Plan clearly reflects two Student Teaching Blocks (TTE 493A/B). An addendum dated November 13, 2007 states: "According to state regulations our student teachers must complete their student teaching in one of the following areas:

1. 40 days (8 weeks) at an Elementary School and 40 days at a High School
2. 40 days at an Elementary School and 40 days at a Middle School
3. 75 days (15 weeks) at a Middle School."

5. *Provide summary data or assessment plan for data collection.*

A plan for assessment of students' competency in meeting the state and national standards needs to be submitted to ADE within 30 days of State Board approval of the Bachelor of Science in Education, Physical Education

Comments:

1. *Elementary and secondary non-PE majors who are either currently coaching or intend to coach school sports expressed frustrations that they cannot enroll in the coaching minor.*

According to resubmission documentation submitted to ADE, the coaching minor was eliminated fall 2005.

2. *There were no benchmark assignments or rubrics provided on the Program Matrix, Section E.*

Signature/benchmark assignments and rubrics are clearly identified in syllabus.

For example in PE 350, the signature assignment is an Elementary PE Curriculum Project. The components of the assignment include:

- Philosophy Statement
- Curriculum Outline (1 year in scope)
- Unit Plans
- Lesson Plans (1 unit)
- Assessment for each lesson written

The rubric included in the syllabi clearly aligned with the signature assignment. Point values were assigned for each component and indicator.

- Philosophy Statement (5 points)
- Curriculum Outline (20 points)
- Unit Plans (35 points)
- Lesson Plans (50 points)
- Assessments (20 points)

Weighting of components/indicators in the rubric was clearly evident.

Alignment between the signature assignment (Elementary PE Curriculum Project) in the syllabi and Program Matrix was clearly evident.

RECOMMENDATION TO THE STATE BOARD OF EDUCATION

☒ Two (2) Year Approval

To extend the valid program approval to five years, the institution must submit to the Arizona Department of Education no later than 90 days prior to the expiration of the program approval the following documents:

- Coursework sequence;
- Coursework syllabi that align with State and National Standards and Indicators;
- Coursework syllabi that identify benchmark assignments with corresponding rubrics for assessing candidate's competency;
- Updated Program Matrix that provides evidence of how state and national standards are being addressed related to coursework, field experiences and assessments to determine a candidate's competency in meeting the standards;
- One year of data related to candidates' competency in meeting the standards based on coursework, field experiences and assessments identified in the Program Matrix.